**Course: \_\_Math 6\_\_\_\_\_ CCSS Standard Number(s): 6.NS.2\_\_\_\_\_\_\_\_\_\_\_\_ Day: 1 of 2\_\_**

**Unit # and Title: \_2 \_\_\_ Lesson: fraction and Decimal Operations Block(s)/Period(s): 1 2 3 4 5 6**

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| **Unit Essential Question(s):** |  | | |
| **Learning Target(s)**  **“I can statements”** | **I can divide fractions by whole numbers and other fractions** | | |
| **Essential Vocabulary** | **Numerator, denominator, reciprocal** | | |
| **Resources and Materials** | **Teacher** | | **Student** |
| **Glencoe Book 7-4 and 7-5**  **Big Ideas Book**  **OnCore 1-2**  **Go Fish cards** | | **Practice Sheet**  **On Core Book** |
| **8 Mathematical Practices:** | | | |
| X 1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  X 4. Model with mathematics. | | 5. Use appropriate tools strategically.  X 6. Attend to precision.  X 7. Look for and make use of structure.  X 8. Look for and express regularity in repeated reasoning. | |
| **Activating Strategy**  **(Opening Activity)** | **Go Fish. Convert mixed numbers to improper fractions** | | |
| **Cognitive Teaching Strategies**  **Me/We/Few/You**  **(TIP-Teacher input**  **SAP-Student actively participates**  **GP – Guided Practice**  **IP-Independent Practice)** | **Me/We: Big Ideas p.71 Activity, leads into D.I.**  **Examples-Reciprocals vocabulary (What do you interchange?)**  **Few: OnCore page 7-9**  **You: Page 10** | | |
| **Summarizing Strategy**  **(Closing Activity)** | **Ticket out the door: Glencoe page 27 Skill and and Concept Check** | | |
| **Assessment/Homework** | **Practice sheet from text or Pizzaz** | | |
| **Extending/Refining** | **Anchoring Activities**  **-Versatiles**  **-Enrichment-Reading to Learn** | | |